



Making a bigger difference to valued outcomes for diverse (all) learners in schooling: Overview of Best Evidence Synthesis (BES) findings

Kia nui ake te whaihua ki ngā hua whai uara mō ngā ākonga rerekura (katoa) i ngā kura: He Tirohanga o ngā kitenga o He Kete Raukura

He Kura Rangatira, He Kura Ākonga School Leadership and Student Outcomes	Te Kaupapa Whakaako, Whakapakari Kaiako Teacher Professional Learning and Development	He Ako Reikura He Akonga Rerekura (Katoa) Quality Teaching for Diverse (All) Learners
Whāia te iti kahurangi Establish goals and expectations	Kia arotahia ngā hua ākonga uara nui Focus on valued student outcomes	Kia arotahia ngā hua ākonga uara nui Focus on valued student outcomes
Ko te waka mātauranga he waka eke noa Promote and participate in teacher learning and development	Ko ngā pū o waho hei ārahi i ngā pū o roto Engage knowledgeable expertise external to participating teachers to challenge assumptions and develop new knowledge and skills	Ko te mātauranga, te taunakitanga me te uiui hei whakapai ake i te whakaako Use knowledge, evidence, and inquiry to improve teaching
Mā te huruhuru ka rere te manu Resource strategically	Kia tika te horopaki, ka whaihua ake te whakapakari Use context-specific approaches to develop teacher knowledge, skills, and adaptive expertise in high-impact pedagogies	Ngā taputapu ngaio me ngā mahi whaikiko – whiria, mahia Select, develop, and use smart tools and worthwhile tasks
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Ko te mātauranga whakaako hei taki i te taha whakahaere Ensure administrative decisions are informed by knowledge about effective pedagogy	Rau te ako, rau te mahi, rau te hua Arrange multiple opportunities for teachers to learn and apply information	Rau te ako, rau te mahi tōtika, rau te hua Ensure effective and sufficient opportunities for all students to learn
Kia whakawhanaunga i runga i te whakapono Build relational trust	Hei pou whirinaki, hei rākau whakapātari Create conditions of trust and challenge	He piringa tauawhi, he piringa mahitahi, he piringa tauakoako, he piringa ākonga rerekura (katoa) Develop caring, collaborative learning communities that are inclusive of diverse (all) learners
Ka tika ā muri, ka tika ā mua Ensure an orderly and supportive environment	Me ohu te whai i ngā akoranga hou Provide teachers with opportunities to process new learning with others	Whakatere hono ākonga torokaha, ākonga tū kaha Activate educationally powerful connections to learners' knowledge, experiences, identities, families, whānau, iwi, and communities
Ehara taku toa i te toa takitahi, engari he toa takitini Create educationally powerful connections	Whakatere hono torokaha, ako torokaha Enable teachers to activate educationally powerful connections	Whakatere hono ākonga torokaha, ākonga tū kaha Activate educationally powerful connections to learners' knowledge, experiences, identities, families, whānau, iwi, and communities
Kia pai te whakatere te waka Plan, coordinate, and evaluate teaching and the curriculum	Tā te rangatira mahi Ensure active involvement of wider school-based leadership in leading, organising, and participating in learning opportunities	Te ako poutama Scaffold learning and provide appropriate feed forward and feedback on learning
Kia māhorahora ngā kōrero Engage in open-to-learning conversations	Me manaaki te ara ako i te kaiako Develop approaches that are responsive to teachers' learning processes and do not bypass teachers' existing theories	Me aro ki te hā o te ākonga Be responsive to all students' learning, identities, and well-being
Āta kōrerotia ngā raruraru, kia tatū ai Engage in constructive problem talk	Ko te uiui hei kawē i a koe ki mua Maintain momentum through self-regulated inquiry	Takina te wānanga Promote thoughtful learning strategies, thoughtful discourse, and student self-regulation
Kia tātarihia, kia whakatikaina ngā take matatini Analyse and solve complex problems	Ko te uiui hei kawē i a koe ki mua Maintain momentum through self-regulated inquiry	Takina te wānanga Promote thoughtful learning strategies, thoughtful discourse, and student self-regulation
Kia pai te whakatere i te waka Plan, coordinate, and evaluate teaching and the curriculum	Te aromatawai i roto i ngā uiuinga kaiako Use assessment for professional inquiry	Te aromatawai i roto i te ako Use assessment for learning

Me pouna waihoe, kia nui ake te whaihua ki ngā ākonga rerekura (katoa)
Use a collaborative inquiry and knowledge-building approach, aligning conditions within and beyond the classroom to optimise valued outcomes for diverse (all) learners

Ehara taku toa i te toa takitahi engari he toa takitini.

My strength is not mine alone but that of the multitudes.

The BES exemplars: Using evidence for improvement

The Iterative Best Evidence Synthesis (BES) programme brings together research-based evidence from New Zealand and elsewhere to explain what works and why in education. Five of the BESs explain what works and why for diverse (all) learners in schooling, focusing particularly on what makes a bigger difference for Māori and Pasifika learners. Recent BESs feature vignettes and cases that bring their findings to life.

In a new development, a series of BES exemplars has been created. Each exemplar features a teaching approach that has proven to be highly effective and explains the professional learning, leadership conditions, educationally powerful connections, and other supports that make accelerated progress possible. The exemplars celebrate the outstanding work of educators and highlight the expertise, research and development, and smart tools that underpin each approach. The BES exemplars have been developed in response to advice from teachers, principals, and other leaders about what they find most helpful for their professional learning.

Supporting educational improvement

Our shared challenge is to activate educationally powerful connections for diverse (all) learners. Figure 1 highlights four key levers, identified through the BES programme, that, when used together, support improved outcomes for diverse (all) learners.

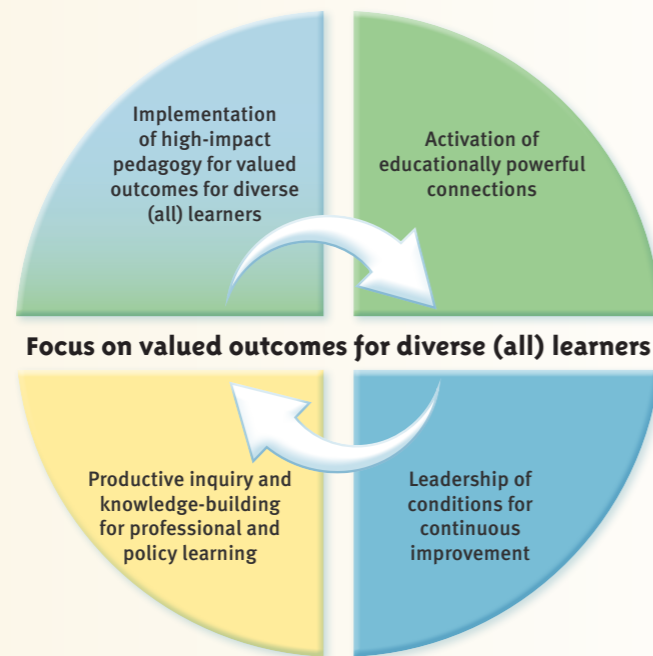


Figure 1. The four key levers for educational improvement

Every teacher I have met is the best teacher they know how to be. But unless we support our teachers with professional learning opportunities, they will act in isolation of the wider knowledge that research is making available that could enhance their effectiveness.

Graham Young, former president, Secondary Principals' Association of New Zealand

The International Academy of Education (IAE) has published three BES summaries:

- *Effective pedagogy in social sciences/Te pūtoi ako tōtika i roto i te tikanga ā iwi;*
- *Effective pedagogy in mathematics/Te ako pāngarau whaihua;*
- *Teacher professional learning and development/Te kaupapa whakaako, whakapakari kaiako.*

The syntheses, exemplars, summaries, and other BES resources can be found online at www.educationcounts.govt.nz/goto/BES Educators in New Zealand can order print copies of the four most recent BESs from orders@thechair.minedu.govt.nz

Many BES users have been interested in a particular approach and wanted more detail. New Zealand educators can request the research studies cited in the syntheses from www.educationcounts.govt.nz/topics/BES/Research-behind-the-BESs

Promoting inquiry and knowledge-building

The inquiry and knowledge-building cycle diagram (Figure 2) is a tool that can help you implement a collaborative approach to ongoing school improvement that is responsive to diverse (all) learners.

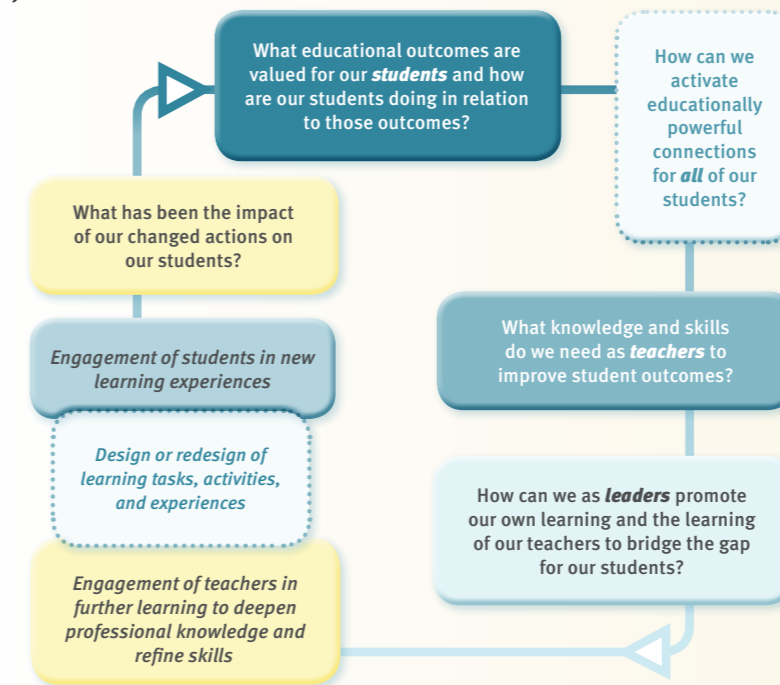


Figure 2. The inquiry and knowledge-building cycle for educational improvement

